ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001205	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Mount Hermon School, Mount Hermon, Massachusetts

5. TITLE OF DOCUMENT ABSTRACTED:
Liberal Studies Program: A New Dimension in Summer Co-Education

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Mount Hermon School
ST. Mount Hermon,
CITY, STATE Massachusetts

9. PUBLISHER OR SOURCE
Mount Hermon School
Mount Hermon, Massachusetts

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	24

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Report

16. INDEXING TERMS (6-12)

Summer Program	American Social Thought	Physics	Psychology
CORE Course	Expository Writing	Asian History	Anthropology	Physics
Curriculum	Literature	Philosophy	Geology	Liberal Studies
	Tragedy	French	Mathematics	
	History	Chemistry		

17. ABSTRACT (MAX. 250 WORDS)

Liberal Studies Program, Mt. Hermon School, Mt. Hermon, Mass.

Aimed at the able student, The Liberal Studies Program offered challenging courses concerned with the techniques of clear exposition and helped students form intelligent opinions in different fields. The primary purpose of the program was to enrich and promote the student's preparation in a specific field through exciting courses and stimulating teachers. The students who wish to attend should have completed at least their sophomore year in secondary school. The six-week summer program offered two courses--one, a choice in the field of the student's special interest, and two, the required CORE course, "The World and the United States: The Dilemma of Power."

The student's choice was drawn from a curriculum consisting of expository writing, forms of literary imagination, the tragic vision, the myth of American social thought, the structure of history, the emergence of Asia, philosophy, advanced French, introductory chemistry, physics, antrhopology, geology, inorganic chemistry, mathematics, and psychology. Only chemistry and physics were credit courses.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001205

7D
file

A New Dimension in Summer Co-Education

Liberal Studies Program

JUNE 23—AUGUST 7, 1965

MOUNT HERMON SCHOOL

MOUNT HERMON, MASSACHUSETTS

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The Northfield and Mount Hermon Schools

The Liberal Studies Program is held on the campus of Mount Hermon School. Founded in 1879 by D. L. Moody, Northfield for girls and Mount Hermon for boys are independent boarding schools offering opportunities for a secondary-school education of the highest caliber to promising young people without regard for their race, creed, color or financial resources.

Although virtually all graduates enter institutions of higher learning, the total program is far broader, far more rewarding than a college-preparatory education, as the term is usually understood. The Schools are, of course, widely recognized for their high academic standards and achievements, but they are also distinguished by several unique features. A student work plan, although of economic significance, makes its greatest contribution through the development in the individual of a strong sense of community responsibility and respect for the dignity of labor. Religion is emphasized not only by required classroom study and chapel attendance but also by the voluntary participation of students and faculty in the many activities of the student church. Also, the proximity of the two campuses makes possible an unusually fine and varied social program.

With an enrollment of over 1100 students, about equally divided between the two schools, Northfield and Mount Hermon constitute the largest independent preparatory institution in the United States. Generous scholarship aid is available and girls and boys of serious purpose, regardless of their ability to pay the full tuition charge, are encouraged to apply for admission.

HOWARD L. JONES, A.B., A.M., Ed.D.
President, The Northfield and Mount Hermon Schools

EDMOND S. MEANY, JR., B.A., M.A., Ph.D.
Headmaster, Northfield School

ARTHUR H. KIENDL, JR., A.B., M.A.
Headmaster, Mount Hermon School

JOHN W. CLARK, JR., B.A., M.A.L.S.
Director, Liberal Studies Program

K. KELLY WISE, B.A., M.A.
Assistant Director, Liberal Studies Program

Foreword

THE LIBERAL STUDIES PROGRAM is a six-week, resident summer school. It offers to able boys and girls who have completed at least their sophomore year in secondary school the opportunity to spend a part of their summer in serious study, and, at the same time, to profit from the activities available to a group of congenial young people in an environment ideal for summer study and recreation.

The program is designed to be of particular interest to students whose schools, both public and private, are unable to offer advanced work in all fields and to students who wish to investigate new fields of learning but are prevented from doing so by time limitations in their winter curriculums. The immediate aim of the program is to enrich and advance the student's preparation in a particular field through exciting courses and stimulating teachers.

Every day brings added proof that enough time is not available for the adequate education of our more able students. The pressures of grades, required courses, and college admissions, coupled with climbing enrollments and teacher shortages, all too often prevent students from obtaining courses in which the emphasis is on clear communication and independent thinking—the very foundations of a liberal education.

The Liberal Studies Program offers the able student challenging courses which deal explicitly with the techniques of clear exposition and present the substance and guidance necessary for the formation of intelligent opinion in these fields. Advanced courses in the humanities, social studies, mathematics and sciences offer instruction in areas vital to the general education of the able student.

Intangible benefits offered by such a program include the satisfaction of real intellectual accomplishment and a better understanding of the needs of others. More tangible benefits include the strengthening of specific skills which may enable the student to enter advanced courses in school or college.

The courses in the Liberal Studies Program are not designed with high-school credit as an objective. However, one unit of credit will be awarded for satisfactory completion of a few introductory courses. These courses are indicated in the section describing the curriculum. In any

case, the school will advise the student's secondary school, as well as any college admissions officer designated by the student, of the advanced nature of the work covered and the student's accomplishment in the Liberal Studies Program.

Summer students will live in the Mount Hermon dormitories: girls in Overtoun Hall and boys in Crossley Hall. An experienced housemother will supervise the activities of the girls in Overtoun. The welfare of the boys in Crossley will be the responsibility of a member of the Mount Hermon faculty. Each dormitory supervisor will be assisted by Teaching Fellows who are members of the summer-school faculty.

Weekend social activities will be supervised by the head of the girls' program and the director of the summer program. All activities of the summer will be planned to bring maximum benefit and enjoyment to each student. Co-educational activities in particular will be organized and chaperoned to the end that these experiences may contribute significantly to the social growth of the student.

The Academic Program

THE MAJOR COURSE. Each student will study intensively for six weeks one course in the field of his choice. This course will be selected from the areas of English, social studies, language, mathematics and the sciences, and will meet for a minimum of eighteen hours a week. Each course is designed to increase the student's knowledge of the subject material, to stress the methods of study particularly applicable to the area under consideration, and to make the student aware of the cultural relationship of his field to the other academic disciplines. Contingent upon the subject matter, the major academic classes will be presented through a combination of lectures, classroom discussions, laboratories, and individual projects. The resources of the school's 30,000 volume library will be available and students will be offered instruction in the use of its research facilities.

THE CORE COURSE. *(All students participate in this course.)* The great experiment of the American Republic was not designed as a part of an international political system, much less as a venture in empire. Yet it is a fact that in the second half of the 20th century there is an international political system, and the United States of America plays

the dominant role in it. And it is also a fact that there are many who feel that this role is a selfish and self-righteous one, and call it "imperial." As great as the difference between the isolation of the United States in the 18th and 19th centuries and the global involvement of America in the 20th century, has been the discrepancy between what America, and Americans, have *actually* done in dealing with other nations, and what they have often honestly *thought* they were doing.

THE WORLD AND THE UNITED STATES: THE DILEMMA OF POWER will consider the history of American attitudes and actions towards the rest of the world since the days of the Founding fathers. The effort will be not so much to narrate the history of American foreign policy as to analyze the development of the awareness of the American people of the role of their nation as a world power, and to study some of the problems of conflict and contradiction between ideals and the realities of power. Two weeks will be spent on establishing the major lines of thought about America's involvement with the world, from Washington's Farewell Address to Senator Fulbright's 'Myth' speech in the 87th Congress. The remaining four weeks will be devoted to case studies of the dilemma of power in Berlin, Korea and China, Latin America (Cuba) and Vietnam.

Teaching Fellows Project

In addition to the program offered to aid the secondary-school student, we will present the Teaching Fellows Project. Teaching fellows will be salaried members of the teaching staff drawn from college seniors who evidence a desire to enter the teaching profession. Each will work in the classroom with a regular member of the faculty. As their abilities permit, they will present material, hold individual conferences with students, join in seminar discussions with the summer-school faculty, and participate in the other aspects of boarding-school life.

The aim of the Teaching Fellows Project is to provide experience in a creative area of secondary-school work for those young men and women who wish to learn more about the teaching profession. We hope to make this six-week period so appealing that the Fellow will continue on to graduate school and commit himself to teaching.

Curriculum

EXPOSITORY WRITING

The aim of Expository Writing is to develop skill in those forms of discourse that are concerned with the communication of ideas and information. In learning how to express himself clearly and effectively, the student will examine the various kinds of exposition and the techniques of organizing and presenting his material. The method of instruction will include lectures, films, analysis of passages from recognized writers, daily written assignments, group critiques of student papers, and frequent individual conferences with the instructor.

FORMS OF LITERARY IMAGINATION

Literature is experience translated by the imagination into form. The extensive readings in this course are arranged to reflect themes common to literary imagination, in a variety of forms. General recurrent themes forge the readings together into a single unit: society and individual; darkness and light; illusion and reality. The principle of transfer of learning will be used throughout. For example, students begin with a recognizable school dilemma in Knowles' *A Separate Peace* and then proceed to more difficult works in which the same themes are apparent. Discussion is stressed. Students will write frequent critical studies of the literature, and they will confer weekly with the instructor about their papers. Among the readings are: novels by James, Dostoyevski, Conrad, Fitzgerald; plays by Sophocles, Shakespeare, Ibsen, Anderson, Rice, O'Neill, Williams and Albee; excerpts from Plato, Thoreau and Freud; poems by Yeats, Whitman and Eliot; stories by Hemingway and Salinger.

THE TRAGIC VISION

The course will undertake to reassess the understanding of the human problem of tragedy through lectures, readings and discussion. It will include a survey of classical, biblical and modern perspectives in an effort to afford some guidance to contemporary man in search of salvation. The effort will be to explore the tragic dimension of human experience in the areas of their most dramatic expression through a

study of poetry, drama, novel, philosophy and history. Reading will be required in Aeschylus, Sophocles, Euripides, Job, Marlowe, Shakespeare, O'Neill, Kafka, Sartre and Miller. Papers will be required on some of the readings.

THE MYTH OF AMERICAN SOCIAL THOUGHT

The relationship of individuals to each other, of individuals to government and the responsibilities of social groups to the political structure has long been a subject of investigation and theorization by the great minds of history. In our time with the constant reference to "mass man" and his role and relationships in "mass society," it is imperative that we understand the development of the American answer to the problem of these relationships. For it is only in this context that we can appreciate and understand the magnitude of the problem that confronts us.

In this course emphasis will be placed on the European impact on the development of American social thought from the Jacksonian period well into the twentieth century. For it is in Europe that we find the seeds of American thought. Such European thinkers as de Tocqueville, Fourier, Owen, Marx, Darwin and Spencer will be examined in relation to such American intellectuals as Calhoun, Brisbane, Fiske, Sumner, Bellamy, Donnelly, Howells, Dewey and Riesman.

Prerequisite: A high school course in United States history.

THE STRUCTURE OF HISTORY

This course is an analysis of the structure of history through the study of selected historians and through the application of the historical method in handling primary sources.

The historians whose works will be read include Herodotus, Thucydides, Tacitus, St. Augustine, Machiavelli, Bradford, von Ranke, Parkman, Turner, Becker and others. Each historian will be considered within the context of his own times. An effort will be made to determine the reasons for his philosophical position in regard to the past and to assess the contribution which he made to the history of history.

The student will be given an opportunity to use both literary and non-literary source materials in preparing papers for discussion. Meth-

ods for evaluating primary sources will be explored. Stress will be placed on the proper use of secondary works and on the correct techniques of historical writing.

THE EMERGENCE OF ASIA

A summary study will be made of the early history and cultural development of India, China and Japan as representative countries of Asia. Emphasis will be placed on the modern period from the time of the appearance of Western imperialism to the present. By examining their religious and philosophical attitudes, an analysis will be made of the reactions of these nations to the several crises, such as the Sepoy Rebellion, the Boxer Rebellion and the Perry Mission, which occurred during this period. The course will conclude with an investigation of the structure of the societies, the customs and the economic and political development in Asia today. Students will be asked to prepare short analytical papers at least once a week and two longer papers during the session.

Prerequisite: a high-school course in history.

THE EXAMINED LIFE

Philosophy is much more a discipline than a subject matter; a skill or craft, rather than a science. It begins from Socrates' dictum that the unexamined life is not worth living, and makes its task the critical examination of the competing claims made on our belief by scientists, writers, politicians, and moralists. Like other skills, it is acquired partly by study of the best earlier practices, and partly by exercise in the skill itself.

This course will be concerned with the way in which the examination of beliefs has been carried on by masters of philosophy in the past—thinkers such as Plato, Descartes, St. Thomas Aquinas, William James, Bertrand Russell, and others—and with practicing the art of criticism on contemporary thought drawn from the works of such men as Camus, Tillich, Freud, and Marx.

This course is open only to students who have completed the junior or senior year.

ADVANCED FRENCH

This special program consists of two basic parts.

1. Three weeks' intensive language training at Mount Hermon.
2. Five weeks of study and travel in France.

For details, see page eleven of this catalogue.

INTRODUCTORY CHEMISTRY (a credit course)

This course, introducing students to the fundamental principles of chemistry, will follow the CHEM Study approach with its emphasis upon the development of scientific principles from laboratory investigations. The student will participate in the growth and development of a scientific model for an ideal gas and learn something of the roles played by careful experimentation and logical thought. A brief study of the extension of the properties of gases to the liquid and solid phases will then be followed by more specific studies of chemical reactions, periodicity, thermo-dynamics, kinetics, equilibria, acid-base theories, oxidation-reduction, and chemical bonding.

Prerequisite: The applicant should be conversant with the following algebraic topics: ratio, proportion and variation, solution of first and second degree equations, exponents and radicals.

PHYSICS (a credit course)

The course in Physics will follow, in general, the approach to the subject as presented in the P.S.S.C. (Physical Science Study Committee) text. There is great emphasis on *how* the scientist works and learns, rather than a mere acceptance of *what* he learns. The student is led to discover for himself things which lead to an inescapable conclusion rather than simply to memorize facts. It is strongly felt that this method of investigating the universe about him is essential if the young student is to be acquainted with the true nature of scientific inquiry. By the end of the course it is hoped that the student will have improved noticeably in the following abilities: to apply knowledge to unfamiliar situations, to analyze problem situations mathematically, to identify the question or problem with clarity, to formulate a simple scientific model, to

make relevant observations, and to make approximations and draw valid conclusions from observations and data.

Prerequisites: Two years of algebra. Previous experience in trigonometry would be helpful.

*ANTHROPOLOGY

This course is intended to introduce the high-school student to General Anthropology. Its aim is to put the student in possession of an adequate body of concepts and knowledge so that he can think, read or speak intelligently on the subject.

An over-all view of man and his work will be explored through two related disciplines of Anthropology. The first, Physical Anthropology, concerns itself with human evolution, especially man's place among the primates. The second, Cultural Anthropology, involves the study of man making culture, man and his culture, and the nature of culture. A selected people will also be studied with a view to enabling the student to see a culture as a whole working complex.

Open only to students who have completed the junior or senior year.

* GEOLOGY

The primary concerns of this course will be with rocks and minerals, the basic materials of Geology, and the arrangement and deformation of these materials in the earth's crust. There will be a consideration of the rock record emphasizing interpretation of the order and nature of geologic events which have formed the earth. Most of class time will be spent in the field, mapping, and interpreting geologic features in the Connecticut Valley, a classic geologic region. Several longer trips will be made to observe and discuss areas of geologic interest in New York State and Massachusetts. The emphasis will be on small seminar groups investigating particular geologic phenomena to understand how the geologist thinks and works.

Open only to students who have completed the junior or senior year.

---

* Indicates the course is offered as part of the Secondary Science Training Program sponsored by Mount Holyoke College and the National Science Foundation. See pages seventeen and eighteen for information.

*INORGANIC CHEMISTRY

Emphasizing the relationship between the structure and chemical behavior of elements and compounds, this course will continue the student's investigation of a few of the fundamental concepts of chemistry. Topics to be covered include atomic structure, chemical bonding, kinetics, equilibrium, acids and bases, and electrochemistry. The application of these topics to more advanced areas, including recent research, will also be considered.

The laboratory work in this course will be quite limited. The aim of this part of the course will be to develop the student's techniques by a relatively intensive investigation of a very limited number of experiments. Although this course does not emphasize laboratory work, it is suggested that a course of this nature, followed in the subsequent summer by one of the various research-participation programs, is a better arrangement than either one of these alternatives would be separately.

Prerequisites: Two years of Algebra and one of Chemistry. Open only to students who have completed the junior or senior year.

*MATHEMATICS (TOPICS FROM MODERN ALGEBRA)

In the last 150 years mathematics has been going through an extensive and fundamental examination of its basic concepts. New areas of mathematical research have been opened and new approaches to the classical trinity of geometry, algebra, and analysis have resulted in a clearer understanding of the structure of these subjects and their inter-relationships.

This course will deal with a few of the basic modern algebraic concepts which are as current today as the more familiar fundamental concepts of calculus. It will include an axiomatic approach to the number system beginning with the Peano Postulates; a study of the algebraic structures known as groups, rings, fields and vector spaces; the theory of systems of linear equations; matrices; and linear transformations.

A fixed body of mathematical information is not required as a prerequisite for this course, but it does demand that the student have the "mathematical maturity" of at least three years of high-school mathematics and a strong desire to study the foundations of mathematics.

Open only to students who have completed the junior or senior year.

*PSYCHOLOGY

The emphasis of the course is upon the techniques and methods the psychologist utilizes in constructing a vigorous science of behavior. Through a wide variety of materials, the student acquires the basic concepts and principles used in the analysis of behavior. These principles are met in reading materials and in the laboratory at an increasingly complex level of analysis. The changing patterns of behavior found in the development of the individual are discussed, along with the impact of culture upon these patterns. Selected topics in conditioning, motivation, emotion, perception, psychophysics, physiological and social psychology are considered, as well as a more detailed study of a few areas of current psychological research.

Open only to students who have completed the junior or senior year.

*PHYSICS (THEORETIC)

This course is designed to extend understanding of physical phenomena, especially by inclusion of the contributions of twentieth-century physics. Vectorial techniques, including vector products, will be used throughout. Particle physics will be emphasized.

Classical physics topics treated will include kinematics and dynamics, thermal physics, electrodynamics, and electromagnetic waves. Integrated herein will be applications of conservation laws and other topics to current physical problems and research.

Twentieth-century subjects will include the special theory of relativity (Lorentz transformations, length contraction, time dilation, and mass-energy equivalence), the quantum theory and its implications, radio activity and nuclear physics.

Lecture-recitation, extensive outside reading, demonstrations, and a few selected laboratory experiments will be included.

Prerequisites: Algebra, trigonometry, and a previous course in physics. Open only to students who have completed the junior or senior year.

The Director reserves the right to cancel courses for which there is insufficient registration.

---

* Indicates the course is offered as part of the Secondary Science Training Program sponsored by Mount Holyoke College and the National Science Foundation. See pages seventeen and eighteen for information.

Advanced French Program

June 23 to August 19

AIM

The Advanced French Program is designed to combine the many advantages of the modern, electronic, oral-aural method with the benefits derived from actually residing in France. The aim of the program is to provide each student with the maximum opportunity to improve his command of the French language and his understanding of the people and customs of France.

TENTATIVE SCHEDULE

July 23—Students enroll as members of the Liberal Studies Program and begin three weeks of intensive preparation for the visit to France. Preparation will include the daily practice of spoken French under the guidance of Miss Ruth Ellison, Head of the Modern Language Department of Northfield School. All instruction will be supplemented by the use of a fully electronic language laboratory. In addition to a thorough study of the language, students will also be exposed to modern French literature, including a play which they will later see produced in France.

July 15—Students leave for France from New York by air.

July 17-July 31—Students will be lodged in French homes in the old picturesque city of Le Puy in Southern France. A portion of each day will be devoted to formal instruction in French language and literature.

August 1-3—The group will travel to Avignon by chartered bus to attend the annual festival and see a production of the play they studied while at Mount Hermon. Points of interest will be visited en route.

August 4-9—The group will then move on to Versailles, making stops at Dijon, Fontainbleau and other points of interest.

August 10—The group will be in residence in Versailles, a half-hour by train from Paris. Each morning will be devoted to class work; the rest of the day will be used for visits to points of interest in and about Paris.

August 19—Students arrive in New York by air and the program ends.

SUPERVISION

While at Mount Hermon all the activities of this program will be under the direct supervision of Miss Ruth Ellison. In France, Miss Ellison will be joined by Mr. Roger Hollard, past coordinator of the Advanced French Program. Mr. Hollard, a native of Le Chambon-Sur-Lignon, served as an exchange teacher on the Mount Hermon faculty in 1962-63.

COSTS AND PREREQUISITES

The cost of the Advanced French Program will be $1300. This will include: all meals and lodging; transportation, both land and air; group sightseeing. It does not include: expenses of passports, laundry, and other personal items. This program is intended for students who have completed two years or more of high school French.

THE CENTI

AL CAMPUS

General Information

ADMISSION PROCEDURES

The student interested in obtaining a catalogue and application forms may do so either by sending the card attached to the back cover of this catalogue or by writing to the summer-school office. (Complete instructions for the filing of applications are included with the application forms.) No applicant will be considered for admission until all parts of the application have been completed and returned. Applicants electing courses included in the Secondary Science Training Program should pay particular attention to the March 27, 1965 deadline for completed applications.

All applicants are urged, though not required, to visit the Mount Hermon campus and have a personal interview with the director of the program.

The college student interested in participating in the Teaching Fellows Project should write to the director of the program to obtain application forms and to arrange for an interview at Mount Hermon.

TUITION AND SCHOLARSHIPS

With the exception of those students enrolled in the special Advanced French Program, the charge to the student for tuition, room and board for the six weeks of the program is $650.* Other costs to the student will include:

a) Books — Approximately $18.00
b) Laundry — Approximately $15.00
c) Personal expenses which, except for optional Saturday afternoon trips, should be modest

In order to help keep our costs down we will ask all students to take turns in serving meals in the dining room. This activity will demand a minimum of time.

---

* Secondary Science Training Program applicants should consult the "Financial Support" section under "Special Information for Secondary Science Training Program Applicants" on pages seventeen and eighteen of this catalogue.

No able student sincerely interested in improving his academic education should refrain from applying because of a lack of funds. Limited scholarship funds are available and will be awarded on the basis of the financial need, character, and demonstrated ability of the applicant. Scholarship applications for courses not included in the Secondary Science Training Program should be completed by April 15, 1965.

RELIGIOUS SERVICES

Students will be free to attend the religious service of their choice on Sunday mornings. Separate services for Protestant and Jewish students will be held on the Mount Hermon campus, and Mass for Catholic students will be available in a neighboring town.

PERSONAL CONDUCT AND RESPONSIBILITY

Because of the rigorous academic demands this summer program will place on the student, it is necessary that only students of serious purpose join in it. All students will be expected to cooperate in every aspect of the program in order that they may obtain the maximum benefits from it. Certain rules are necessary in any co-educational situation and a failure to observe them on the part of either the girl or the boy may result in dismissal.

Students are not allowed to use or possess alcohol in any form. Bicycles are prohibited and the student may not maintain a car closer to Mount Hermon than his home. Students are not to ride with anyone other than members of their families except with the express approval of the summer-school office.

MEDICAL CARE

The resident physician who regularly attends both Northfield School and Mount Hermon during the winter will be on twenty-four hour call during the six weeks of the session. Clinic and infirmary facilities will be available and a nurse on duty at all times. Ordinary illnesses will be cared for by the school. Any illness requiring consultation or hospitalization will be the financial responsibility of the parents. A premium to cover student accident-insurance is included in the basic tuition.

RECREATION AND WEEKENDS

Students will be asked to participate in a program of recreational athletics four days a week. Swimming, tennis, softball, volleyball, soccer, archery, fencing, and basketball will be offered. All facilities will be available Wednesday afternoons and weekends, and a lifeguard will be on duty at the pool whenever it is open. If there is sufficient interest, we will again present a Senior Red Cross Life Saving Course.

Hiking, cook-outs, and trips to nearby recreational and cultural areas will be offered on Saturday afternoons to those interested. On Saturday evenings there will be movies and informal dancing.

The weekend of July 16-18 will be a free weekend from the conclusion of classes on Friday morning to the evening study period on Sunday. It is hoped that all students will take advantage of this opportunity to leave campus and visit with their family or friends. On other weekends parents are welcome and students may go off-campus with them on Saturday afternoon and evening and on Sunday afternoon for dinner and until the study hour begins. In view of the great amount of academic work students must prepare outside of class, it is hoped that parents will restrict their visits here to weekends.

LOCATION

Mount Hermon is a community by itself undistracted by city or town. Its hill location overlooks the Connecticut River Valley on route 10, approximately ten miles north of Greenfield, Massachusetts. Major highways make the school easily accessible by car from all directions.

DAILY SCHEDULE

Classes will meet for three hours each morning. Afternoon activities will include laboratories, study and recreational athletics. Evenings, except Saturday, will be devoted to core-course meetings and lecture programs followed by a required evening study period.

Special Information for Secondary Science Training Program Applicants

PURPOSE

The Secondary Science Training Program for High-Ability Secondary School Students sponsored by Mount Holyoke College, South Hadley, Mass. and supported by the National Science Foundation is designed to provide highly motivated and academically talented students with exceptional educational experiences in science and mathematics. Through participation in scientific activities with students of like motivation and ability, and with instruction from teachers dedicating their lives to the advancement of science, the student should gain a realistic appreciation of what science is and of the satisfactions possible in a pursuit of it. The applicant should be aware of the rigorous work involved in each course and only those students seriously interested in science should apply. In general, students should not elect a course in a Secondary Science Training Program which is available to them in their winter schools.

ORGANIZATION

The Secondary Science Training Program for High-Ability Secondary School Students is fully integrated with the Liberal Studies Program. All students accepted for the Secondary Science Training Program automatically become members of the Liberal Studies Program and will be expected to participate fully in the activities of the program.

ELIGIBILITY

The Secondary Science Training Program is open to those students who have completed at least the 11th grade and who have demonstrated strong motivation and high ability in the math-science area. Students who have participated in other summer programs sponsored by the National Science Foundation are eligible to apply to this program.

FINANCIAL SUPPORT

Students accepted for the Secondary Science Training Program will be expected to pay $325, which represents approximately 50% of the actual

per-pupil cost; the balance of the cost has been provided by the National Science Foundation. Further financial-aid grants (usually not exceeding $75) are available and will be awarded on the basis of need. Students requesting financial aid should have their families fill out the financial aid form included in Part II of the Application for Admission. A travel allowance of 4¢ per mile up to a maximum of $80 will be awarded on the basis of need to defray the cost of one round trip from the student's home to Mount Hermon. Other costs to the student will include:

a) Books — Approximately $18.00
b) Laundry — Approximately $15.00
c) Personal expenses which, except for optional Saturday afternoon trips, should be modest

CURRICULUM

Full course descriptions begin on page 8.

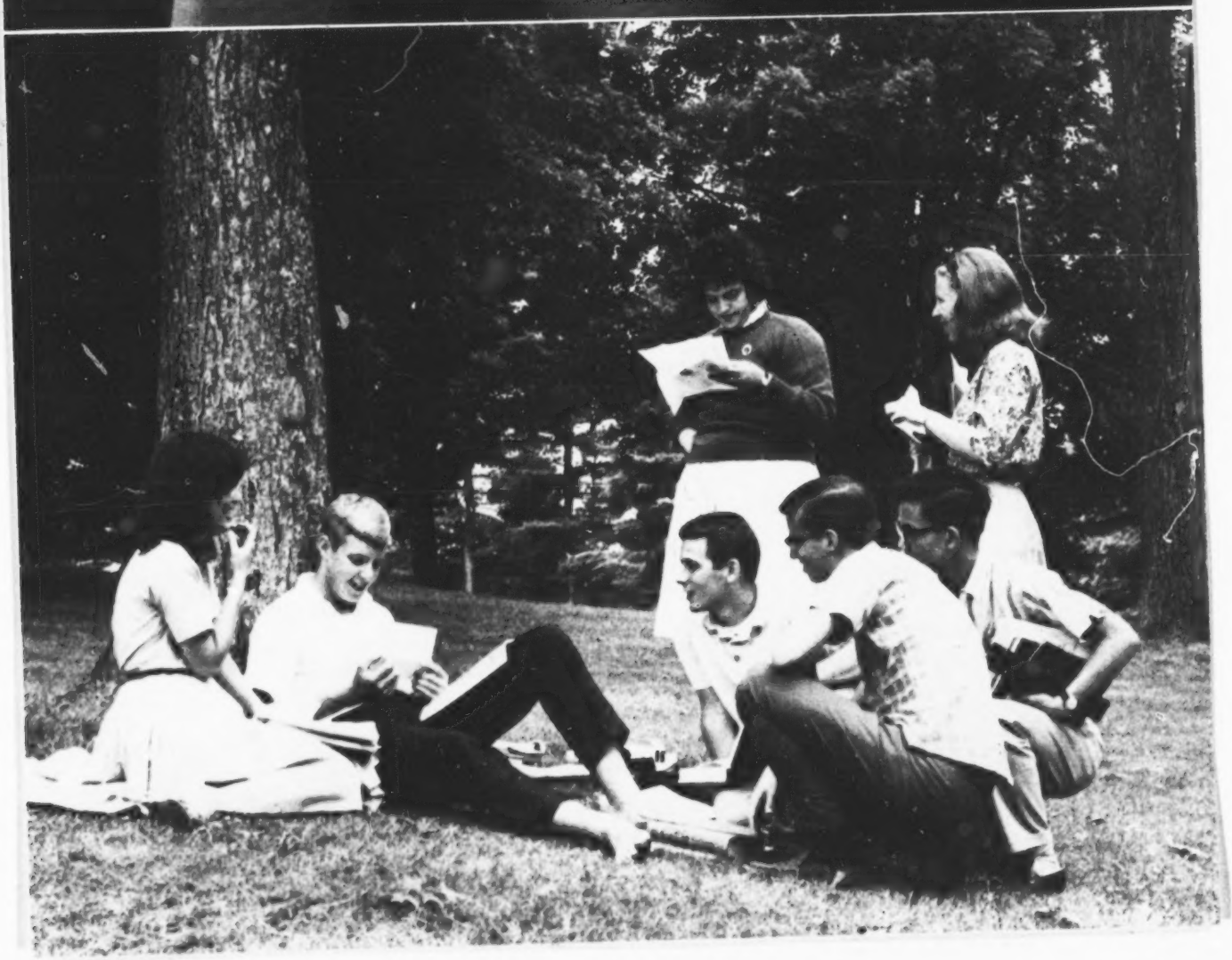
MATHEMATICS (TOPICS FROM MODERN ALGEBRA)
INORGANIC CHEMISTRY THEORETIC PHYSICS
GEOLOGY PSYCHOLOGY ANTHROPOLOGY

ACADEMIC PROGRAM

Each student will select one course from the curriculum listed above and will also take part in the Core Course of the Liberal Studies Program. (See page 2 for details of the Core Course.) Credit is not offered for courses included in the Secondary Science Training Program.

APPLICATIONS

Applicants should follow the regular admissions procedures outlined in the form accompanying the application blanks. Those requesting a catalogue and application blanks should write to Mr. John W. Clark, Jr., Mount Hermon, Mass. Completed applications must be postmarked not later than March 27, 1965; applicants will be notified of the disposition of their application by mail postmarked not later than April 15, 1965.



Student Body
1964

Aaron, Mollie
Hicksville, N. Y.

Adels, Robert
Brooklyn, N. Y.

Afentakis, Nicholas
Danielson, Conn.

Alderman, Nancy
Linden, N. J.

Alligood, Elizabeth
Port Jefferson, N. Y.

Angle, John
Philadelphia, Penna.

Atwood, Thomas
Shrewsbury, Mass.

August, Diane
W. Nyack, N. Y.

Bangs, Susan
Adams, N. Y.

Barker, Jennifer
Summit, N. J.

Bass, Richard
Washington, D. C.

Bedrick, Ronald
New London, Conn.

Bender, Donald
Roslyn Heights, N. Y.

Benton, Eve Sue
Longmeadow, Mass.

Bernstein, Roberta
Longmeadow, Mass.

Blake, Frances M.
Hartford, Conn.

Block, Diana
New York, N. Y.

Bode, Katherine
Summit, N. J.

Brill, Carole
Far Rockaway, N. Y.

Briskin, Steven
Jericho, N. Y.

Bronson, Janet
Lincoln, Mass.

Brown, Angela
Williamstown, Mass.

Busl, Gerrick
North Adams, Mass.

Butler, Beverly
Nashua, N. H.

Carlson, Erik
Wallingford, Penna.

Cavanagh, David
Quincy, Mass.

Chandler, Jane
Cumberland Center, Me.

Chin, Rockwell
Norton, Mass.

Clark, Jane
St. Johnsbury, Vt.

Cocaine, Marina
Worcester, Mass.

Cohen, Andrew
Great Neck, N. Y.

Cohn, Barbara
Waterford, Conn.

Cooper, Timothy
Norfolk, Va.

Crichton, Douglas
New Canaan, Conn.

Cummings, Catherine
New York, N. Y.

Cunningham, Lawrence
Hamden, Conn.

Daichman, Carla
Brooklyn, N. Y.

Davidson, Dennis
White Plains, N. Y.

DeFazio, Dominic
Pittsburgh, Penna.

Denbo, Nancy
Cherry Hill, N. J.

Detz, Deborah
New London, Conn.

Doherty, Rodney
Groveland, Mass.

Downes, Brien
Lynn, Mass.

Doyle, Andrea
Ardsley, N. Y.

Dryer, Diana
Washington, D. C.

Dunlap, Stephen
Nashua, N. H.

Einhorn, Alice
Passaic, N. J.

Eisemann, Michael
Pompton Lakes, N. J.

Engelman, Claudia
Trenton, N. J.

Ernest, David
South Hadley, Mass.

Feldman, Lawrence
Lowell, Mass.

Feldman, Stuart
Union, N. J.

Fellows, June
Boylston, Mass.

Ferster, David
Hanover, Penna.

Finkelstein, Jane
Jersey City, N. J.

Finkelstein, Robert
Jersey City, N. J.

Fleder, Robert
North Caldwell, N. J.

Fleischer, Vibeke
New York, N. Y.

Fleming, Anne
North Little Rock, Ark.

Fosner, Wendy
Westbury, N. Y.

Frank, Joele
Williamstown, Mass.

Friedberg, Richard
Brooklyn, N. Y.

Fry, Mervin
Bethlehem, Penna.

Gardner, Margaret
Southington, Conn.

Geffen, Amy
Brooklyn, N. Y.

Ginsberg, Susan
New London, Conn.

Glauber, Paula
Buffalo, N. Y.

Goldblatt, Michael
Monroe, New York

Goldstein, Andrew
Morris Plains, N. J.

Goodheart, Diana
Princeton, N. J.

Greene, Dorothy
Amherst, Mass.

Greenman, Nancy
Dobbs Ferry, N. Y.

Grindrod, Melinda
East Hartford, Conn.

Guyer, Paul
Lynnbrook, N. Y.

Harasimowicz, Helen
Gardner, Mass.

Harmon, Holly
Munsonville, N. H.

Hay, Sharon
Appleton, Wisc.

Hazen, Allen
New York, N. Y.

Hertz, Phyllis
Woodmere, N. Y.

Hobkirk, Katherine
New Haven, Conn.

Houde, Barbara
Gardner, Mass.

Houston, Paul
Fairfield, Conn.

Huenemann, Kathryn
Hanover, Ind.

Jakimedes, Nancy
Sudbury, Mass.

Jarrett, Rosalind
Flushing, N. Y.

Jerbert, Jeffrey
Ledyard, Conn.

Johnson, Juliann
Swanville, Minn.

Kammerman, Alan
Malverne, N. Y.

Karem, Stephanie
Revere, Mass.

Kaynor, Robert
Tolland, Conn.

Kiendl, Deborah
Mount Hermon, Mass.

Koester, Beverly
Amherst, Mass.

Komins, M. Richard
Elkins Park, Penna.

Landfield, Judith
Oberlin, Ohio

Lapp, Theodore
LeRoy, N. Y.

Largman, Carol
Wyncote, Penna.

Leaffer, Eileen
Revere, Mass.

Lee, James
Fairfield, Conn.

Lehmann, Cornelia
Dublin, N. H.

Leininger, Christopher
Amherst, Mass.

Levy, Barbara
Huntington, N. Y.

Levy, John
Newton, Mass.

Levy, Reesa
Hewlett, N. Y.

Libman, William
Westminster, Md.

Lipsett, Nathan
Paramus, N. J.

Lison, Cheryl
Gardner, Mass.

Littlefield, Kinney
Darien, Conn.

Lopez, Michael
New Haven, Conn.

Lougee, Richard
Niantic, Conn.

MacPherson, James
Manchester, Conn.

Maeder, Susan
Philadelphia, Penna.

Manheim, Roni
New York, N. Y.

Marks, John
Westport, Conn.

Matson, Harold
Gilsum, N. H.

Meadow, William
Roslyn Heights, N. Y.

Mercer, John
New Bedford, Mass.

Meuser, Carl
Saddle River, N. J.

Meyer, Vicki
Elkins Park, Penna.

Miller, Bernardine
New Cumberland, Penna.

Miller, Wendy
Queens Village, N. Y.

Mittleman, Judith
New Rochelle, N. Y.

Mintz, Daniel
Newark, N. J.

Moore, Mark
Redwood City, Calif.

Moran, Patricia
Uxbridge, Mass.

Morguelan, Barry
Louisville, Ky.

Moser, David
New Castle, Penna.

Moses, Alan
Gardner, Mass.

Myerson, Robert
Newton Center, Mass.

Nadler, Susan
Pittsburgh, Penna.

Nagy, Joan
Bloomfield, N. J.

Nelson, Anne
North Adams, Mass.

Nelson, Mitchell
Scarsdale, N. Y.

Parsons, Stephen
West Hartford, Conn.

Pérez, Margarita
New York, N. Y.

Phillips, Steven
New York, N. Y.

Pincus, Seth
Merrick, N. Y.

Pollett, Richard
Hewlett, N. Y.

Ramsey, Matthew
Leonia, N. J.

Ranallo, Jane
Cranston, R. I.

Rapoport, Frederick
Scarsdale, N. Y.

Reubens, Margot
Eastchester, N. Y.

Revson, Joanne
New York, N. Y.

Richlin, D. Mark
South Orange, N. J.

Rinaldi, Matthew
Valley Stream, N. Y.

Riter, Susan
Huntington, West Va.

Rollins, Jane
Cuyahoga Falls, Ohio

Rosen, David
Fair Lawn, N. J.

Rosenthal, Deborah
Jamaica, N. Y.

Ross, Nancy
Saco, Me.

Rotrosen, John
Maplewood, N. J.

Rudenstein, Robert
West Orange, N. J.

Rueb, Dena
Hanover, N. H.

Rundlett, Stuart
Staten Island, N. Y.

Sabbeth, Michael
East Rockaway, N. Y.

Sagalyn, Ann
Longmeadow, Mass.

Salmans, Van
Freeport, Tex.

St. Hilaire, R. James
Gardner, Mass.

Schreiber, Nancy
Corning, N. Y.

Schuster, John
Hewlett, N. Y.

Setzer, Janet
Nyack, N. Y.

Shapiro, Robert
Far Rockaway, N. Y.

Shapiro, Stuart
Woodbridge, Conn.

Shenker, Judith
Middletown, Conn.

Shields, John
Youngstown, Ohio

Shirn, Victoria
Williamstown, Mass.

Silver, Jonathan
Roslyn Heights, N. Y.

Simon, Barbara
Forest Hills, N. Y.

Simon, Sara Jane
Struthers, Ohio

Simonson, Kenneth
Washington, D. C.

Slifko, John
Indian Head, Md.

Slosberg, Steven
Norwich, Conn.

Smith, James, Jr.
Lebanon, N. H.

Smith, Janice
Springfield, Mass.

Snider, Lyle
Windsor, Vt.

Solomon, Marjorie
Lowell, Mass.

Sosensky, Steven
New Haven, Conn.

Spitz, Steven
New London, Conn.

Staples, Katherine
Hanover, N. H.

Stern, Frances
Bronx, N. Y.

Stiglitz, Eloise
Gary, Ind.

Stiles, Elizabeth
North Tarrytown, N. Y.

Stone, Ann
Huntington, West Va.

Strauss, Robert
Scarsdale, N. Y.

Sullivan, Daniel
Norwich, Conn.

Tenney, Janet
Port Washington, N. Y.

Tewell, Eva
Brooklyn, N. Y.

Thorn, Philip
Wilmington, Del.

Toy, Benjamin
Shelburne Falls, Mass.

Twito, Carol
Haywood, Calif.

Van Vechten, Deborah
Cleveland, Ohio

Venishnick, Andrea
Sandpoint, Idaho

Wallace, Ann
Longmeadow, Mass.

Wardlaw, Alvia
Houston, Texas

Washington, Bennetta
Washington, D. C.

Webster, Marjorie
Hanover, Ind.

Weiner, Julie
Eastchester, N. Y.

Weinstein, Jane
Roslyn Heights, N. Y.

Werden, Roxanne
Redondo Beach, Calif.

Wiener, Steven
Scarsdale, N. Y.

Wilhite, Rita
New Orleans, La.

Winkler, Karen
Highland Park, N. J.

Winslow, John
Middletown, Conn.

Woodford, Joan
Benton Harbor, Mich.

Yu, Diana
Bellerose, N. Y.

Zuckerman, Jane
Valley Stream, N. Y.

Please send catalogue and application blanks for the Liberal Studies Program to:

Name_____

Address_____
Street or Post Office

_____
City State

Present School_____

Present Grade_____ Age_____

Signed_____

Acquisition – Inquiry – Process – Product

Methods Inquiry

Please send catalogue and application blanks for the Liberal Studies Program to:

Name_____

Address_____
Street or Post Office

_____
City State

Present School_____

Present Grade_____ Age_____

Signed_____

Please send catalogue and application blanks for the Liberal Studies Program to:

Name_____

Address_____
Street or Post Office

_____
City State

Present School_____

Present Grade_____ Age_____

Signed_____

Postage Will Be Paid by Addressee

BUSINESS REPLY CARD

First Class Permit No. 4, Mount Hermon, Mass.

No Postage Stamp Necessary If Mailed in the United States

Director, Liberal Studies Program

Mount Hermon School

Mount Hermon, Massachusetts

Postage Will Be Paid by Addressee

BUSINESS REPLY CARD

First Class Permit No. 4, Mount Hermon, Mass.

No Postage Stamp Necessary If Mailed in the United States

Director, Liberal Studies Program

Mount Hermon School

Mount Hermon, Massachusetts

Postage Will Be Paid by Addressee

BUSINESS REPLY CARD

First Class Permit No. 4, Mount Hermon, Mass.

No Postage Stamp Necessary If Mailed in the United States

Director, Liberal Studies Program

Mount Hermon School

Mount Hermon, Massachusetts